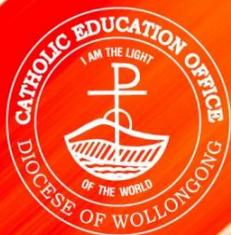


Annual School Report

2014



**Shellharbour
City Centre**



About This Report

Nazareth Catholic Primary School, Shellharbour City is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) NSW and managed by the Catholic Education Office (CEO), Diocese of Wollongong. The CEO is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The Report also outlines information regarding School Review & Improvement initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the school's Action Plans.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the CEO. This Report has been approved by Wollongong CEO to ensure compliance with all BOSTES NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the Parent Body and be available on the school's website by 30 June 2015.

Further information about the school or this Report may be obtained by contacting the school:

Nazareth Catholic Primary School
3 Glider Avenue
Shellharbour City NSW 2529

Ph: (02) 4295 7303
Fax: (02) 4295 7651
Email: info@nscdow.catholic.edu.au
Website: www.nscdow.catholic.edu.au

Parish Priest: Fr Bryan Jones

Principal: Peter Dempsey
Date: 17 December 2014

Vision Statement

Nazareth is a learning community that strives to develop the whole person,
so as to find God in all things.

Message from Key School Bodies

Principal's Message

2014 has been a successful year for Nazareth Catholic Primary School on many levels. During the year the school has continued to place emphasis on the integral role it plays in supporting the work of the All Saints Parish. A comprehensive Religious Education curriculum supported by numerous Sacramental and prayer opportunities in the context of a wide-ranging broader curriculum was offered to all students during the course of the year. This has provided the basis for Nazareth to continue to be inspired and guided by the school's Vision and Mission. In conjunction with the Vision and Mission the school's strategic intent activated within the School Review and Improvement Framework has continued to be central in all aspects of ongoing planning.

Numerous highlights have occurred during the year including the hosting of the annual Diocesan Education Mass, the Southern Illawarra Catholic Schools' (SICS) Year 6 Leaders' Day, the Catholic Primary Schools Basketball Challenge and the Nazareth Spring Fair.

Each of these major events in conjunction with the daily delivery of quality learning experiences has allowed the Nazareth school community to further establish itself as vibrant Catholic learning community.

Parent Involvement

The Nazareth parent body has been very involved in the life of the school during the 2014 school year. The Nazareth Parents and Friends' Association (P&F) coordinated and worked in conjunction with school staff in relation to a number of key initiatives throughout the year.

The year commenced with the annual Welcome BBQ, which enabled many families to meet one another and enjoy time together in the Nazareth school grounds. Mothers' and Fathers' Day stalls were held as well as two school discos.

The Spring Fair and the hosting of the Catholic Primary School Basketball Challenge were two significant highlights of the year.

The P&F supplied funds to the school for the purchase of Religious Education resources, Library resources and a significant number of guided reading materials specifically for Stage 3 students.

A large number of parents and grandparents were involved during the year in a range of activities and initiatives including school banking, canteen, book club, school library and the coaching of sporting teams.

Parents and Friends Association, President

Student Leadership

Nazareth Catholic Primary School has provided a range of different opportunities to develop leadership skills throughout Stage Three within the context nine leadership teams. They provide a special chance to develop unique leadership skills that will support students. These skills make sure that the students will be better leaders, role models and that they will be able to work well in different situations. They also prepare the students for high school, to be involved in the community and to interact with parents and younger siblings at Nazareth. The leadership teams help the students to find God in all things.

School Leaders

School Profile

School Context

Nazareth Catholic Primary School is a Catholic systemic co-educational school located in Shellharbour City. The school caters for students in years K-6 and has a current enrolment of 408.

The school was established in the year 2000 at the instigation of the Parish Priest Father Bryan Jones in liaison with the Catholic Education Office of the Diocese of Wollongong. Sister Anne Taylor was appointed as the foundation Principal. In 2008 the school's first permanent lay Principal, Mr Ken Bryant was appointed. Mr Peter Dempsey is the current Principal following his appointment at the beginning of the 2013 school year.

Along with Stella Maris Catholic Primary School and Corpus Christi Catholic High School, Nazareth serves the families of the All Saints Parish. Approximately 92% of enrolled students have been baptised in the Catholic Faith.

The Parish Priest, the staff and parents share a common responsibility for all students in the school's care. The school is supported by the Catholic Education Office of the Diocese of Wollongong and operates under the authority of Bishop Peter Ingham.

The school is located on approximately 3 hectares of land bounded by Glider and College Avenues Shellharbour City and is located in close proximity to the rapidly developing Shellharbour City Centre.

Student Enrolments

2014 enrolments	
Boys	200
Girls	208
Total	408
Indigenous	0
LBOTE	163

The Diocesan Primary Enrolment Policy and Procedures exists to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on both the school website www.nscdow.catholic.edu.au and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2014.

Student Attendance

2014 Attendance	Male	Female
Kinder	95.1%	92.5%
Year 1	94.3%	94.9%
Year 2	95.0%	92.9%
Year 3	95.1%	95.4%
Year 4	95.5%	92.2%
Year 5	92.4%	95.1%
Year 6	93.9%	93.2%
Whole school	94.4%	93.8%

Management of Student Non Attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitors part or whole day absences.

It is school policy that all children’s absences must be explained in writing, which is sent to the school office for electronic recording. If a child is absent for more than 3 days parents are requested to contact the school office. At the end of each Term, a letter of request for explanation of absence is sent to parents regarding any outstanding unexplained absences. If such absences remain unexplained or a pattern of absences emerges the matter is referred to the Principal for follow-up with the family concerned. When a teacher receives a letter in relation to a child being absent for a whole day or part there of, the letter is forwarded to the school office for filing. If a child is to be absent for an extended period of time a letter providing the details is forwarded to the Principal. Exemption from school forms, are utilized for matters of student leave other than sick leave. Absences are noted electronically by teachers using Realtime Roll and are also recorded electronically using the School Administration System (SAS) computer system.

Staffing Profile

There are a total of 29 teachers and 11 support staff at Nazareth Catholic Primary School. This number includes 15 full-time, 14 part-time teachers.

Teacher Standards

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines	100%
A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education	0%

*Australian Education Institution – National Office of Overseas Skills Recognition Staff

Teacher Attendance and Retention

The average daily teacher attendance rate for 2014 was 97.5%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 95 %.

Professional Learning

During 2014 Nazareth Catholic Primary School personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:

A. Nazareth Catholic Primary School whole school development days involving 38 staff.

These days focused on:

Day 1: Orientation to 2014 school year, Diocesan Policies and Procedures, Collaborative planning and the celebration of the Eucharist;

Day 2: The implementation of quality Mathematics sessions;

Day 3: Staff Spirituality – Liturgy;

Day 4: First Aid training, School Wide Positive Behaviours for Learning (SPB₄L), Science Scope and Sequence; and

Day 5: Handover of student achievement data, collaborative planning, Science Scope and Sequence.

B. Other professional learning activities provided at school level including CEO run courses.

- School Wide Positive Behaviours for Learning (SPB₄L) – all staff;
- Ignatian Induction – 2 staff;
- Year 4 Religious Literacy – 3 staff;
- Graduate Certificate / Master of Theology – 4 staff;
- Christmas Story workshop and information session – 1 staff;
- Australian Curriculum English – 4 staff;
- Australian Curriculum Mathematics – 4 staff;
- Australian Curriculum Science – 2 staff;
- Leading Indigenous Education – 2 staff;
- Leading Libraries – 1 staff;
- The successful 1:1 iPad classroom – 2 staff; and
- Seasons for Growth – 1 staff.

The average expenditure by the school on professional learning per staff member was \$207.

In addition, the Catholic Education Office provided professional learning opportunities with an additional average expenditure per staff member of \$522.

Catholic Life & Religious Education

Nazareth Catholic Primary School continues to develop as an integral part of the of All Saints Parish, Shellharbour City under the pastoral leadership of Father Bryan Jones, Parish Priest and support of Assistant Priest Father Geoff Allen. The school continues to guide and support families in the faith development of the children entrusted to its care. Central to this work is a promotion of Parish life including the weekly liturgies of the Parish. The school has supported a significant number of Parish initiatives throughout 2014 including the Parish Expo. Students from Nazareth had the opportunity to celebrate the reception of the Sacraments of Penance, Eucharist and Confirmation and then joined with students from Stella Maris for thanksgiving Masses after these Sacraments.

Students have opportunities for liturgical celebrations to complement the Religious Education curriculum taught in all classrooms. During the opening school liturgy the school asked for God's blessing, presented leadership badges and conducted a commitment ceremony for leadership teams. The School Feast Day, the Feast of the Annunciation, was celebrated with Mass. On All Saints Day, the Parish Feast Day, students from Stage 2 and Stage 3 joined with students from Stella Maris Catholic Primary School, Corpus Christi Catholic High School and St Joseph's Catholic High School for the celebration of the Eucharist. Year 6 joined with students from other local Catholic schools for Mass with Bishop Peter Ingham. This year involved 14 schools from the Diocese of Wollongong joining together for a Mass in the Ss Peter and Paul Church Kiama. The Ash Wednesday liturgy, Easter Passion Play, Resurrection Liturgy, Pentecost Liturgy, Feast of St Ignatius, Advent liturgies, ANZAC Day and Remembrance Day were also significant liturgical celebrations during the year. Each Term, Father Bryan Jones or Father Geoff Allen have celebrated Mass with each Stage. The children have had the numerous opportunities to join in with the Parish Masses on a Wednesday morning.

The school has a rich prayer life. Each week starts with the whole school joining together to say the Prayer of St Ignatius. The school's Ignatian Examen prayer, a structured review of each day, is used daily in the classrooms and, once a week, as a whole school, the children and staff pause and reflect on the action of God in their lives. On Thursday mornings the staff join together for prayer and each Term one staff meeting is dedicated to prayer and reflection.

In 2014 two new staff members completed the school's induction program in Ignatian Spirituality. In Term 3 staff attended a Spirituality Day based on the role of Liturgy. The school has a strong culture of social justice. All classes have mission boxes and the children's generosity is evident when these are collected. Students learned about the work of Caritas and raised money for Project Compassion. The school also raised funds to support the work of St Vincent de Paul and Catholic Mission. \$3,000 was donated to these organisations - St Vincent de Paul \$2,000, Caritas \$500.00 and Catholic Mission \$500. During Advent, food and toy hampers were donated to the St Vincent de Paul Christmas Appeal.

Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2014. The school cohort in 2014 consisted of 54 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 25 August 2014 and 54 completed the Extended Task (Part B). The Extended Task was based on the Unit: *Mary Mother of God: First Among Saints* and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending. Students showed a high level of performance in their knowledge of the religious tradition.

This high level of performance was particularly noticeable in their ability to:

- recall key events in the Scriptures that tell of Mary's openness to God;
- demonstrate an understanding of the Commandments and relate to own life;
- identify how groups can act in service to others like Jesus did; and
- describe the presence of God in creation.

The students' responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- recall and sequence the events of Advent and Christmas;
- identify the concept of Trinity;
- demonstrate a knowledge of the Bible; and
- demonstrate a basic understanding of the Sacrament of Penance.

For Part A, 26.90% of students were placed in the developing level, 63.50% in the achieving level and 9.60% were in the extending level.

For Part B, 9.60% of students were placed in the developing level, 75.00% in the achieving level and 15.40% were in the extending level.

Combining Parts A and B, 30.00% of students were placed in the developing level, 60.00% in the achieving level and 10.00% were in the extending level for Religious Literacy.

School Review and Improvement

School Review and Improvement is an ongoing process of self evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2014:

- **Key Area 1: Catholic Life and Religious Education**

- 1.3 Catholic Life and Culture

- Goal: Increase opportunities to witness Jesus Christ within the culture of the parish school.

- 1.4 Parents Parishes and the broader Church

- Goal: Within the All Saints Parish the school contributes to the evangelising mission of the Church.

- **Key Area 2: Students and their Learning**

- 2.2 Rights and Responsibilities

- Goal: Implement the SPB₄L framework in appropriate phases, initially focusing on non-classroom areas.

- 2.4 Integration of Information and Communication Technology

- Goal: Plan for and implement a quality learning environment that integrates technology into consistent pedagogical practices across all Key Learning Areas to improve student outcomes.

- **Key Area 3: Pedagogy**

- 3.3 Teaching practices

- Goal: All teachers implement effective pedagogy in English and Mathematics that is based on a deep understanding of the curriculum and is focused on student learning.

- 3.5 Assessment

- Goal: There will be a consistent system of collecting, investigating and using evidence of learning to drive student improvement across all grades.

- 3.7 Professional Learning

- Goal: Build capacity so the school can function as a professional learning community.

School Review and Improvement components to be reviewed and rated in 2015:

- **Key Area 1: Catholic Life and Religious Education**

- 1.2 Religious Education

- **Key Area 2: Students and their Learning**

 - 2.2 Rights and Responsibilities

 - 2.4 Integration of Information Communication Technology

- **Key Area 3: Pedagogy**

 - 3.3 Teaching Practices

- **Key Area 4: Human Resources Leadership and Management**

 - 4.2 Professional development of Staff

- **Key Area 6: Parents, Partnership, Consultation and Communication**

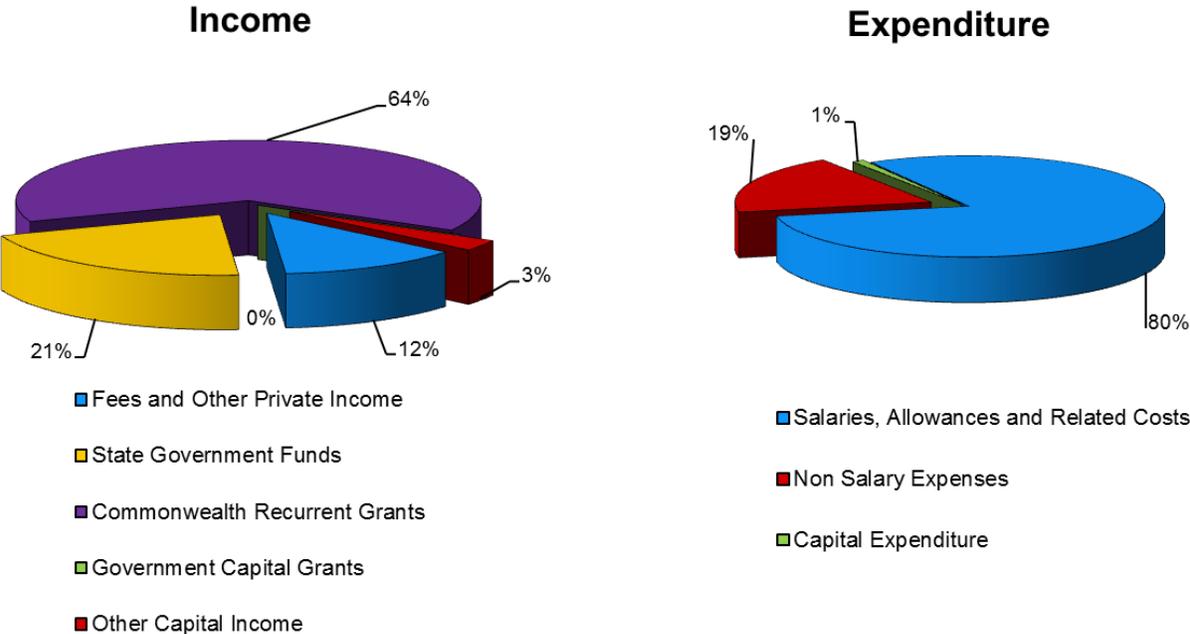
 - 6.3 Linkages with the wider Community

Each of the 2015 School Review and Improvement components are aligned with the school's strategic intent areas. The strategic intent areas focus on the school as being an integral part of the All Saints Parish, the school's collaborative culture, consistent quality pedagogy, the effective use of student achievement data and the development of school wide positive behaviours which support learning.

Financial Summary

Standard budgeted expenditure typified the school year. The completion of purchasing classroom and administration furniture, which commenced in 2013 and the purchase of a new digital school sign installed at the front of the school were the only significant purchases during 2014.

The following graphs reflect the aggregated income and expenditure for Nazareth Catholic Primary School, Shellharbour City for the year ended 31 December 2014. This data is taken from the 2014 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.



Student Welfare

At Nazareth the school aims to nurture the children, as Jesus was nurtured at Nazareth, developing the whole child. Nazareth uses the SPB₄L Framework to build a positive school environment by establishing clear expectations of behaviour to be followed and managed by all staff and students. Positive behaviours are explicitly taught, modeled and reinforced in all school settings. The behaviour expectations at Nazareth are at the core of the SPB₄L model. The school’s statement of expectations is: “At Nazareth, we are all respectful, we are all responsible, we are all life-long learners”.

Small social skills groups were formed on student needs across Stages 1, 2 and 3 in order to target specific social skills and development needs. A Counsellor, provided by CatholicCare for 1.5 days each week, provided a service for students and families in need.

The Kindergarten Transition to School Program continued in Term Four, providing families and future students with support around the transition into 'Big School.' Linked to this initiative is the opportunity provided for two local pre-schools to visit Nazareth Catholic Primary School, familiarising children with the facilities available.

Nazareth Year 6 students joined with the Year 6 students from Stella Maris Shellharbour, St Paul's Albion Park and Ss Peter and Paul Kiama, to participate in a Transition to High School Program. School Counsellors, students from Corpus Christi Catholic High School and St Joseph's Catholic High School and members of staff from all the schools involved facilitated this well received opportunity.

As part of a whole school approach to providing a safe and friendly school environment, regular class meetings took place. These class meetings, which utilise De Bono's paradigm of Six Thinking Hats, provide a safe forum for the students to discuss issues and the strategies needed to solve problems.

Student leadership continued to be shared among all Stage 3 students. Students are divided into nine distinct leadership teams, each with its own particular focus. Students were able to nominate for the leadership team of their choice and teams were able to form and set their own goals.

Anti-bullying lessons and activities took place in Terms 1 and 4, specifically designed to define bullying, to deter bullying behaviours and to empower students to stand up for others and to seek help when needed in the event of bullying. The Term 4 whole school Anti-Bullying unit of work culminated in a "Peaceful Anti-Bullying Demonstration" being held by our Year Six students.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents ***Maintaining Right Relationships*** is the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan ***Complaints Handling Procedures*** forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to these Diocesan documents in 2014.

In compliance with the ***NSW Reform Act 1990***, Corporal Punishment is banned in all schools within the Diocese of Wollongong.

Access to all policies and guidelines can be obtained by contacting the school office.

Learning and Teaching

Introduction

Nazareth Catholic Primary School strives to educate the whole person, and in doing so aims at delivering effective learning and teaching programs which endeavour to integrate the learning needs of all students. The school provides a wide range of learning experiences to nurture the capacity of each learner in a way that is authentic and life giving.

Curriculum and Pedagogy

Syllabus implementation

The school's Religious Education program is based on the Diocese of Wollongong's Religious Education curriculum. The curriculum is the central resource utilised by the school to provide support and direction for all Religious Education programs from Kindergarten to Year 6. The BOSTES Syllabus for the Australian Curriculum for English and Mathematics has been implemented in 2014 from Kindergarten to Year 6. All other Key Learning Areas, including Human Society and Its Environment, Science and Technology, Creative Arts and Personal Development Health and Physical Education are based on BOSTES syllabus documents. Each syllabus is outcomes based and implemented in Early Stage 1, Stage 1, Stage 2 and Stage 3.

Assessment & Reporting

Numerous assessment strategies are implemented across the school on a daily basis to monitor the learning progress of individual students. A range of formative and summative assessments are utilised in all classes to monitor learning gain and provide direction for planning and programming.

Year 3 and Year 5 students participate in the National Assessment Program Literacy and Numeracy (NAPLAN). Achievement results from NAPLAN are analysed to determine recommendations to assist the learning needs of individual students and class cohorts and to give direction to professional learning for staff.

A range of other school based assessments are undertaken throughout the school for the purposes of organising student intervention and enrichment groups, implementing intervention programs, implementing supplementary literacy programs such as Reading Recovery and MultiLit and for the purposes of guiding class based learning and teaching experiences.

Throughout the year opportunities to engage in discussions regarding student progress are available to all parents upon request. Formal reporting to parents occurs twice during the year. Parents/guardians receive a written report detailing A to E grading for each Key Learning Area, as well as written comments for Religion, English, Mathematics and general behavior and attitude to learning, which each detail specific achievement information.

Reports are also accompanied with an opportunity for parents to meet individual teachers and discuss the student's progress in more detail.

All reporting procedures for student progress are consistent with Diocesan, State and Commonwealth Government requirements.

Integration

Curriculum integration is evident across all Stages within the school. Such integration enables teachers and students to identify and utilise connections between Key Learning Areas. The school views integration as a means of maximising learning opportunities for students. This approach encompasses differentiation of learning thereby supporting the different student learning styles of students across the school. Evidence of integration is defined on teaching timetables.

Technology supporting learning

Various technologies are utilised from Kindergarten to Year 6 to support student learning and enhance quality pedagogy. Interactive Whiteboards are installed in all classrooms. The Interactive Whiteboards are used to introduce new concepts, consolidate learning and allow for learning intervention and enrichment.

The school is equipped with Laptop pods in Stage 2 and Stage 3 and iPad pods in Early Stage 1, Stage 1 and in the school's Learning Centre.

Cross Curriculum

Literacy Strategies

Literacy development for all students continues to be one of the key focus areas at Nazareth Catholic Primary School. The employment of a Teacher Educator has enabled staff to further develop the delivery of English sessions. The school has placed priority on the development of consistent pedagogy during English sessions across all classes. This has resulted in literacy learning experiences focusing on reading and writing along with opportunities for students to develop their talking and listening skills.

The construct of modelled, guided and independent learning and teaching experiences has become the pedagogical platform for the implementation of all English sessions across the school. Guided Reading and Guided Writing have continued to be a focus this year, with all teachers working with the Teacher Educator to discuss and improve pedagogical practices in order to meet the needs of all students in their class. Student progress in most aspects of Literacy has begun to be recorded on the Literacy Continuum.

The Reading Recovery program is a significant Literacy support opportunity offered by the school for students in their second year of schooling. Eighteen Year 1 students have participated in the program during 2014. The MultiLit program is also offered to students, specifically those from above Year 1 who have not met minimum benchmark standards. During 2014, ten students participated in the program.

Numeracy strategies

Numeracy development for all students is also a key priority at the school. The ongoing development of mathematical proficiencies in 2014 has enabled students to be engaged in problem solving tasks while working collaboratively or independently during Mathematics sessions. Staff have continued to implement formative and summative assessment tasks each Term to identify learning gains for individual students and thus differentiate their teaching accordingly. Staff have worked closely with the Teacher Educator to plan and implement Quality Mathematics sessions, with a particular emphasis on the number sense component. Staff have explicitly named the learning intent for both the number sense and the new learning components of each week in Mathematics. Student progress in some aspects of Numeracy has begun to be recorded on the Numeracy Continuum.

In Stage 3, five operational groups of students are established for Mathematics sessions. This organisational strategy assisted with the implementation of a specific pedagogical approach enabling students to be involved in guided learning opportunities both for intervention and for enrichment. A similar approach has been followed in Stage 2, where students with needs identified through assessments have had the opportunity to work in a targeted extension group.

Indigenous

Indigenous perspectives are incorporated in a number of Key Learning Areas across the school. Aspects of Indigenous culture and spirituality are presented to students within literature used in guided reading and shared reading experiences. Connections are also made within Religious Education programs. National Aborigines and Islanders Day Observance Committee (NAIDOC) week is acknowledged within the school.

The school also participates in local initiatives including the Reconciliation Walk organised by Shellharbour City Council. During the year indigenous performers from St John the Evangelist Catholic High School in Nowra visited the school and presented a Cultural Incursion for all students.

The original Aboriginal landowners are acknowledged at the school's weekly awards assembly and the Aboriginal and Torres Strait Islander flags are flown from one of the school flagpoles daily.

Students participate in an Indonesian language and cultural program. Students are involved in a number of learning experiences including on-line tasks. The program is delivered within each Stage. Early Stage 1, Stage 1 and Stage 2 offer the program throughout the year, while Stage 3 delivers the program during a nominated Term.

Meeting the needs of all students

Diversifying learning

Various models of learning are utilised across the school so that the opportunities may be differentiated to meet the needs of students. Teaching staff differentiate content, skills and

learning experiences appropriate to individual students. Teaching programs record and reflect the extent and models of differentiation.

Gifted Education

During 2014 students identified in the ranges of Superior and Very Superior for giftedness in the General Ability Test (AGAT) were able to access differentiated learning opportunities provided within guided English and Maths group learning situations. A number of students from each grade also participated in the Southern Illawarra Catholic Schools (SICS) Enrichment Days.

Special Education Needs

A significant component of Nazareth Catholic Primary School is the school's Learning Centre. The Learning Centre supports students with diagnosed learning needs. The Learning Centre teacher conducts daily English and Mathematics sessions and a life and social skills program. The students enrolled in the Learning Centre are also aligned to a mainstream class. All students with diagnosed learning needs have Individual Education Plans which detail learning goals specific for each student.

Expanding Learning Opportunities

Competitions

A number of students during 2014 participated in the International Competitions and Assessments for Schools (ICAS) in English, Writing, Mathematics and Science papers. A group of Stage 3 students also participated in the annual Diocese of Wollongong Christmas Art competition and six artists were selected as finalists, with one artist receiving a highly commended award.

Sport

A large number of students from the school were involved in a wide range of sporting events during the course of the year. In-school and interschool events saw students participating in Swimming, Cross Country and Athletics carnivals. A number of students gained higher representative honours at Diocesan Primary Schools Sports Association (PSSA) level. Two students received Beverly Whitfield Awards for excellence in swimming. Nazareth, in partnership with the other three schools from our SICS cluster, convened the annual NSW Catholic Primary School's Basketball Challenge held in four venues across Shellharbour, Kiama and Berkeley. During the year students participated in a range of sporting gala days including rugby league, soccer, basketball, netball and cricket.

Excursions

A range of excursions, involving venues such as the Sydney Rocks area, Canberra and Minnamurra Rainforest were offered throughout the year to support learning.

School Performance Choir

A number of students from across the school were involved in the school's choir. The Choir was involved in a wide range of performances during the year including school performances, performances for the parish in the All Saints church, performances at local nursing homes and

performances for members of the parish and school community in the school hall. The school choir also participated in the Wollongong Eisteddfod, where they earned a Highly Commended for their items and the Musical Theatre Troupe gained first place for their item.

Public Speaking

The students in Stage 3 were engaged in many opportunities to develop their public speaking skills throughout the year. Two students represented Nazareth at the Diocesan Public Speaking Awards.

Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Program - Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

NAPLAN

NAPLAN is implemented for students in Years 3 and 5 and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students.

The 2014 NAPLAN results showed strength in Reading results with 75% of Year 3 and Year 5 students placing in the top 3 bands. Results have proven steady and the school achieved mostly on par with State averages and significantly above Diocesan and State averages in Year 5 Numeracy.

The school's identified areas for improvement are:

- Writing – both Year 3 and 5;
- Data, Measurement, Space and Geometry – Year 3; and
- Meeting Expected Learning Growth – Year 5.

Trend data over the previous 4 years indicates that whilst the Year 5 cohorts have achieved some significant improvements in most areas, the Year 3 cohorts have continued to experience a decline in most areas. The staff continues to address these areas and is implementing strategies to improve Literacy and Numeracy pedagogy.

Student Achievement in Bands

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**

NAPLAN 2014: % in Bands		YEAR 3			YEAR 5		
		Bands 1 and 2	Bands 3 and 4	Bands 5 and 6	Bands 3 and 4	Bands 5 and 6	Bands 7 and 8
Reading	School	15%	36%	49%	18%	48%	34%
	National	15%	39%	46%	15%	39%	46%
Writing	School	11%	35%	55%	13%	74%	13%
	National	13%	48%	39%	13%	48%	39%
Spelling	School	20%	31%	49%	15%	44%	42%
	National	17%	40%	44%	17%	40%	44%
Grammar & Punctuation	School	9%	38%	53%	11%	47%	42%
	National	14%	36%	50%	14%	36%	50%
Numeracy	School	16%	46%	38%	12%	57%	31%
	National	15%	48%	37%	20%	54%	26%

Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

NAPLAN 2014: % AT or ABOVE NMS		YEAR 3	YEAR 5
Reading	School	91%	95%
	National	94%	93%
Writing	School	93%	97%
	National	94%	90%
Spelling	School	90%	100%
	National	93%	93%
Grammar & Punctuation	School	91%	98%
	National	94%	93%
Numeracy	School	88%	97%
	National	95%	93%

Parent, Student and Staff Satisfaction

In 2014 students from Years 4 and 5, staff and parents and were asked to complete a survey to provide each group the opportunity for input in areas affecting learning and teaching, Catholic traditions and the general functioning of the school. The information collated from the survey will be used to assist the school with future planning.

Staff

100% of surveyed staff agreed that the school helps students to develop a knowledge and understanding about Catholic tradition and that the students are challenged to maximize their learning outcomes. 98% of staff agree that the students understand their rights and responsibilities and 96% of staff agree that the school strives to meet individual learning needs of students, that the school provides a safe and supportive environment, and that the school provides appropriate information to parents about student progress.

Parents

This year 22% of our parent population responded to the survey. 100% of parents believe that the school helps to develop a knowledge and understanding of Catholic tradition, that the school provides opportunities for parents to become involved and that the school effectively communicates information about activities and events. 98% of families also believe that the school offers a range of co-curricular activities and 96% agree that the school provides a safe and supportive environment for the students. 20% of families surveyed believe the school could provide more appropriate information about their child's progress and 14% believe the school could improve in meeting individual learning needs.

Students

The student survey showed that the majority of the students agreed that the school helps them in their understanding of the Catholic faith, that the teachers encourage them to learn to the best of their ability and that they were proud of their school. The survey also indicates that the majority of students understand their rights and responsibilities at school and indicated that if they had a problem there were people they could turn to for help. 8% of children believe that the school could offer more support in creating a safe environment.

